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ABSTRACT

The descriptions and procedures in this handbook were developed and compiled at the request of staff members of the Early School Admissions Program. It was felt that specific information relating to the suggested use of classroom materials and equipment would assist in upgrading teaching techniques, planning cognitively based learning experiences, and individualizing instruction. The handbook material is currently and constantly revised in order to update the contents. Where specific sources have been used to obtain information, the source is credited in the written material. Curriculum guides developed by the Baltimore City Public Schools have been used as references. Contents include the following plans and suggestions for using instructional materials: Sample Daily Program--2-1/2 hour day; Self-Selected Activity Time, a portion of each day reserved for children to select materials they would like to use; Beads; Blocks; Fit-A-Space, a classroom game; Listening Post, Tape Recorder; Lotto Games; Peg-Board Activities; Puzzles; Teacher-Made Activities; Water Play; Wheel Toys; Discussions; Communication Skills; Listening; Developing Communication Through Picture Interpretation; Planning for Discussions; Learning Through Discussions; and others. (Author/JM)

ED 092644

EARLY SCHOOL ADMISSIONS PROGRAM

STAFF HANDBOOK

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SAMPLE DAILY PROGRAM - 2-1/2 HOUR DAY

The Educational Program begins 8:45 a.m. / 12:20 p.m. and continues through 11:30 a.m. / 3:00 p.m. in most schools. Some schools operate on different schedules; therefore, the Early Admissions schedule would vary accordingly.

A Typical day would include activities described below.

TIME	ACTIVITY	ROLES OF PARTICIPANTS
Morning group - 8:45 a.m. Afternoon group -12:20 p.m.	Arrival of children and individual greetings	Teachers* greet children as they enter the room, using children's names as part of the spoken greeting.
	Informal conversation	Teachers respond to conversation initiated by children or stimulate conversation. Attendance may be recorded as children enter by having each child put his name card in a pocket chart. Class rolls may be quickly recorded later in the day by referring to the chart holder.
	Health check	Note signs of, and care for physical needs (illness, cleanliness, physical injury, toileting, etc.)
	Self-selected activity Materials available for use during this time are: 1. blocks and accessories 2. puzzles and manipulative materials 3. wheel toys 4. games 5. books and story sets 6. housekeeping equipment 7. water play materials	1. Children are free to choose materials and move among centers according to interests. 2. Teachers - respond to questions raised by children - listen and react as children comment about materials or activities - participate with groups in using materials when appropriate - assist children with problems encountered in the use of materials

*The word "teachers" refers to the actual teacher, aides, parent helper, social worker, or adults present for the purpose of assisting in the classroom.

TIME	ACTIVITY	ROLES OF PARTICIPANTS
	8. listening posts, tape recorders, phonographs, language masters 9. flannel board materials 10. bulletin boards 11. musical instruments 12. pictures or materials relating to subject content areas (social studies, science, language arts) or conceptual content areas (color, shape, size) 13. individual learning kits 14. learning centers	- observe and listen to learn -- . what children think and believe . language pattern and habits of children . social skill development . children's fears and needs . skill in use of materials - assist with the development of skills and concepts
	Clean up activity	Children put away materials Teachers encourage increased independance, but check with children to see that room is in order
Morning group - 9:15 a.m. Afternoon group- 12:45 p.m.	Discussion time (emphasize language development, communication, and cognitive skills) Small groups or individual instruction content derived from: - Special interests such as current events, new materials or group concerns - specific content areas (social studies, health, science, safety) - plans for a trip of follow-up after a trip - preparation for special activities such as cooking or planting - visits from resource persons (parents with special skills, community workers, school personnel, etc. - tests (formal and informal) used to determine needs - diagnostic evaluations	1. Children react to materials and situations as they talk with each other and adults. Reaction is based upon opportunities to see, touch, taste, smell, hear, and takes the forms of verbalization, dramatic play, rhythmic response to music, and use of visual aid. 2. Teachers plan possible content, activities and development of discussion - assemble necessary materials - plan form of grouping to be used - decide most appropriate locations in room for group activities - listen and react as discussion develops, assisting in developing language to name, describe and question - use prescriptions to determine lesson content

TIME	ACTIVITY	ROLES OF PARTICIPANTS
Morning group - 9:35 a.m. Afternoon group- 1:05 p.m.	Outdoor play	1. Children use - playground equipment - wheel toys - balls - hoops - jump ropes - bean bags - other 2. Children play individually or in small groups 3. Teachers - supervise activities - assist children with problems - participate in activities or with small groups - encourage children to pace activities in accordance with physical endurance, needs, and abilities
Morning group - 10:05 a.m. Afternoon group- 1:35 p.m.	Art activities Brush, paints, finger paint, chalk, scissors, crayons, scrap materials, colored paper, boxes for construction, clay, sponges for painting and other art materials available when needed. 1. Plan (purpose, materials, determine groups 2. Work 3. Discuss 4. Clean-up	1. Children select from a variety of materials those they wish to use. Children get materials, use them, and clean up as they finish. 2. Teachers - check each day to be sure necessary materials are available and in operating order - respond as children make comments and wish to discuss their work - assist children with problems - assist children in locating a place to work, displaying their work, and placing it in a desirable place until time to go home.

TIME	ACTIVITY	ROLES OF PARTICIPANTS
Morning group - 10:35 a.m. Afternoon group- 2:05 p.m.	Handwashing 1. Use facilities in classroom as well as lavatory to expedite process. 2. Divide supervision responsibility among adults 3. As hands are washed, children may take lunch materials to table.	
	Lunch 1. Provide an informal mealtime 2. Encourage independence in serving self 3. Lines are avoided by children setting lunch as they finish washing hands 4. Soft listening music is provided to set a peaceful atmosphere	1. Children eat in the classroom 2. Children begin to eat as soon as all places at a table are filled. 3. Conversation at appropriate voice level is encouraged and should be part of the eating experience 4. Teachers - sit with children and eat with them - encourage good eating habits - encourage children to try unfamiliar foods
Morning group - 11:05 a.m. Afternoon group- 2:35 p.m.	Literature Stories and poetry will be shared with children through a variety of approaches. Reading or telling will be supplemented by flannel board figures, story figure sets, filmstrips, recordings, dramatization, toys, pictures and other materials.	1. Children - listen - react through verbalization, selection of materials and dramatizations - participate in small groups 2. Teachers - become familiar with stories and poems - select materials to vary story telling techniques

TIME	ACTIVITY	ROLE OF PARTICIPANTS
		- plan for introduction of story, for vocabulary development and discussion and to clarify concepts which children question. - involve children in selecting stories and in planning ways to enjoy stories together - relate stories to experiences - use stories to develop skills
Morning group - 11:15 a.m. Afternoon group- 2:45 p.m.	Music	1. Children respond spontaneously to interpret mood of music
	Rhythmic activity (Bodily response to music)	2. Teachers - select, in advance, music to be used or respond to children's suggestions (recordings should be readily available to provide for choices by children) - participate with children in responding to music - note muscular coordination of children and plan to care for needs (provide for skillful children as well as those with less ability)
	Songs	
	Use of rhythm instruments (To interpret tempo, beat or mood, develop coordination, listening skills, and sensory-motor skills, and dexterity)	

An important responsibility of the teacher of young children is the development of the understanding of quantitative meanings and mathematical relationships. The teacher should consult "A Guide to Elementary Education - Baltimore City Public Schools", or curriculum materials for Early Admissions for content appropriate for development at the Pre-Kindergarten or kindergarten level. Teachers should plan on a daily basis for this continuing development in relation to the learning experiences of the child.

SELF-SELECTED ACTIVITY TIME

A portion of each day is reserved for children to select materials they would like to use. Twenty to forty-five minutes are reserved for Self-selected activity time - the amount of time depending upon the time of year, the needs and interests of the children and the overall schedule for the day. During this period of time, children engage in a variety of activities. They:

- engage in individual learning activities with adults
- work with puzzles, beads and other manipulative materials
- engage in real cooking experiences
- use blocks and large play equipment
- look at books, tell stories to each other or an adult
- listen and react to recorded stories or poems
- make recordings on tape
- work together in the housekeeping area
- talk to one another or to adults
- use the language master
- listen to an adult read or tell a story
- use individual learning kits
- work with resource personnel to care for special needs
- examine materials on the science table or in another interest area
- visit other classrooms in the early childhood block (IVY or Kindergarten)
- observe and care for class pets
- use woodwork area
- participate in water experimentation (what floats? sinks? liquid capacity of various containers - develop vocabulary- full, empty, half full, pour, squeeze, etc.)

- use sand table

Children move from one activity to another as they wish, spending as much or as little time with an activity as their interests and needs require.

Materials to be used during self-selected activity time are changed periodically to care for maturity levels, interests and needs of the children.

This portion of the day provides opportunities for the teachers to observe individual children in order to note:

interests	behavior
language patterns	peer relationships
needs	abilities

This time is used also to:

relate to a child who has a particular need

gather material for anecdotal records

talk with individual children

work with a small group of children in relation to a particular need

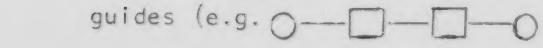
BEADS

Storage:

In the beginning

Storage can be in individual boxes along with the strings. The child is responsible for securing materials and returning them after use.

Later

Storage can be in individual boxes with a picture identifying the colors and shapes that are within. Pattern guides (e.g. ) may be enclosed that will help develop perceptual skills.

Procedures:

Beginning -

Talk to the child about the various colored beads in the box. Allow child to tell what he knows about them from seeing and feeling them. Call color names and shapes as you take a few of them from the box-some alike and some different. Place them on the table and point out the different colors and shapes. Notice how all are alike in having a hole in the middle. Let child find the little round hole. Say, "We can play a game with these beads and strings." See if child has an idea of how. Demonstrate. Teacher starts stringing and gives to the child. Then both string individual ones-Beads are chosen at random.

This develops manipulatory ability. The child strings as many as he wishes. The teacher asks child how completed string may be used. If no answer, the teacher could suggest a necklace. Tie around child's neck and have view himself in mirror.

Later

Beads glued on a sentence strip form a pattern.

Example:

1 red square, 1 blue square, repeated four times. The teacher shows how to follow this pattern. The child duplicates the pattern under the direction of the teacher. The child checks his string of beads by placing them in front of the model.

Later

A pattern is drawn on a sentence strip. The child duplicates and then checks his pattern by placing his on top of or in front of the model.

Pattern should be made increasingly more difficult as mastery of the skill takes place.

BLOCKS

1. Kinds

   Hollow
   Unit
   Whopper (Cardboard)
   Table

2. Location

   Space for 3 or 4 children to build near housekeeping area if possible
   Block accessories shelved near by
      Rubber people, animals
      Small scaled wheel toys

3. Storage

   Block storage shelves
   Visual representation to help children return blocks to proper place

4. Suggested times for use

   Self-Selected Activity Time
   Art (if separate from Self-Selected)
   Discussion - Math - shapes, sizes (comparing)

5. Roles of participants

   Adult

   <u>Encourage children to build</u>

      Converse with block builders
      "Your building is tall."
      "I like the door you made so that people can go in and out"

   <u>Question block builders</u>

      "What size do you need for this space?"
      "Do you think this block is big enough to fit here?"
      "Do you need a short or long block?"
      "Can you find all the blocks shaped like a triangle?"
      "How will your family get into your house?"

6. Vocabulary

straight, curved
short, shorter, shortest
long, longer, longest
small, smaller, smallest
little, tiny
big, bigger, biggest
tall, taller, tallest
build, building
triangle, circle, square, rectangle
top, bottom
over, under, around, next to

FIT-A-SPACE

The game is stored in original carton. The child secures the game and replaces it after use.

Procedure:

The teacher introduces the activity to an individual or a small group.

The teacher shows the child a colored disc and talkes about its color.

She hands it to the child to feel. They discuss the material (rubber) and texture (rough and smooth) of the disc. The teacher points our shapes inside of disc. The child might recognize some and call the names. The teacher says, What do you think you can do with these shapes inside? She helps child discover that they can be punched out. The child is allowed to have fun taking out the shapes. When he has finished, she lets the child use his fingertip to feel the empty space by tracing around it. As he does this, the teacher says the name which identifies the shape. Let child select one disc. Ask him to find the shapes to the spaces.

Beginning

Fit space with any colored form of right shape

Later

Match shape with the color of the disc

LISTENING POST, TAPE RECORDER

Many opportunities should be provided for a wide variety of meaningful listening experiences during Self-Selected Activity time. There should be listening for pleasure, appreciation, and information, auditory development and to develop listening skills. Stories, rhymes, recordings, with directions may be used at this time.

Suggested Procedure

1. A teacher should audit all materials before using them with the children.

2. Make sure that the equipment is placed in an area where children are comfortable and other classroom noises and interferences are at a minimum.

3. Test the volume of the earphones before the children come to the Listening Center.

   Be sure that all earphones are in working condition.

4. Place the tape to be used on the tape recorder making certain that the correct recording is the one that the children will hear when the tape begins.

   Remember that little children are easily distracted. They will become restless, if they must wait while adjustments are made to the tape, listening post, or recorder.

5. Show children how to use earphones and assist when necessary. A kleenex should be used under the headband so that the hair is protected.

6. Adjust volume, if needed for individual children.

7. Vary methods of presenting stories, poems, etc., with attractive materials. Pictures, bright colors and interesting objects will help in holding the child's attention as he listens and will provide visual representations of key ideas in the story, poem or information to which children are listening.

8. Always clean earphones with alcohol before returning them to the box.

Suggestions for Presenting Stories, Rhymes, Poems

1. Use stories taped by teacher or aides or parent with accompanying storybook. A bell may be sounded indicating when the page should be turned. Children may each have an individual book or the adult will use one book for the group. Care should be taken to see that all of the children in the group can see the book, if only one is being used.

2. Commercial tapes may be used, but children should be familiar with the story prior to hearing the tape, since commercial tapes tend to move more rapidly than those made by the teacher.

3. Flannel board objects may be used to tell the story as children listen to the tape.

Suggestions for Using Listening Post and Tape Recorder

1. Children may listen to a record from the sounds series, Farm At the Zoo, and follow the directions given. Example: "What Animal is this?" "Can you make the sound?"

2. Children may listen to a tape which will require them to follow specific directions. The tape can be made by either the teacher or an aide.

   Example:

   Teacher tapes sounds of rhythm instruments. She places instruments on the table in the Listening Center. Children should be seated in front of the table so that they can easily reach the instruments. As the child listens, he is asked to find the instrument being played. He is also asked to reproduce the sound hear.

   This activity should be limited to three children.

LOTTO GAMES

An adult should initially act as the leader for the group until the children are familiar enough with the game to act in this capacity.

Procedure to follow

1. Encourage discussion about specific lotto to be played (Farm, Animal etc.)

2. Encourage children to talk about the pictures on their individual lotto cards
(Name objects, identify their uses)

3. Give help to children who experience difficulty in identifying pictures. If the child doesn't know the answer for him.

4. The leader for the group should display the card and ask the question at the same time.

   Example:

   Who has the bear?

5. Children should be encouraged to answer the question in a sentence.

   Example:

   I have a bear.

6. Children should assume the responsibility for placing lotto cards in the box after they have finished with the game.

Later: The leader should ask the question without showing the picture.

PEG-BOARD ACTIVITIES

Individual boxes containing pegs should be marked with an identifying symbol. Children are responsible for securing materials and replacing them after use.

Beginning Activities

1. Child places pegs into holes of pegboard. Child is not given any definite instruction. After manipulation, pegs are returned to box and stored properly.

2. Child places pegs into board. Gives the design a name if he wishes.

Later Activities
(Structured)

1. Teacher selects a colored peg. Teacher names color and asks child to find one like it and place in pegboard. No instruction is given on position. Activity is repeated with other colors.

2. Teacher selects color and asks child to put that colored peg in a specific position.

   Example:

   Place one red peg in each corner. Repeat with other colors.

3. Teacher puts strips of colored paper on pegboard in rows. Child matches with same colored pegs.

4. Teacher places colored strips at bottom of pegboard. Child places all pegs of that color at top. Attention is called to top and bottom.

5. Teacher places colored peg on one side and says, "I am putting red pegs on this side. This is the left side. Place child's left hand on that side. Where are we putting the red pegs? The left side. Child proceeds as directed.

   Repeat with right side using different color.

6. Place cut-outs of geometric shapes - circles, squares, triangles, etc. Ask child to place pegs around the shape. Name the shape.

7. Put small color wheel on pegboard. Place pictures of butter, grass, grapes, banana, etc. on board. Spin arrow or point arrow to color on wheel. Child places peg above or below color object named.

Another way - Say, while pointing to butter, "What color is butter?" Child names color. Put peg above that color on color wheel.

Teacher supplies color name when needed immediately. Guessing is discouraged.

Teacher and/or child will improvise and develop many ways to use pegs as skills are mastered day by day.

PUZZLES

Before the teacher uses the puzzle with the child she should

1. Know the picture on the puzzle

2. have knowledge of the kind of puzzle being used

   Puzzles having the complete form
   Example:
   the fruit puzzle which contains an apple, an orange, etc.

   Puzzles having specific parts that can be identified readily
   Example:
   the gingerbread boy puzzle which contains the head, the legs, arms, etc.

   Puzzles having a form in many parts
   Example:
   the fire truck puzzle

Procedure

1. Child may select the puzzle or teacher may present puzzle

2. Take time to talk about the picture on the puzzle

3. Give the child an opportunity to discuss the parts of the puzzle with the teacher's guidance.

4. Time may be given to
   Identity parts of the puzzle

   Remove a part or parts of the puzzle and require the child to tell which part is missing or which part is not there

   Feel the shape of the parts

   Remove and identify parts of the puzzle until all of the pieces are out (position should be emphasized top, middle, bottom)

5. Child may begin to put the puzzle together with a background of knowledge about the different parts of the puzzle and where they belong. Guidance of the teacher can be given when needed (help the child to use clues of color, shape, position, visible characteristics of the incomplete figure, etc.)

6. When child is finished with the puzzle, he should be given the task of putting the puzzle in its storage place.

   If a puzzle rack is used, the child should be taught how to place the puzzle in the rack.

Care of puzzles may be simplified by marking on the back of each puzzle form and part of a symbol. Numbers, letters, a geometric symbol or a circle of a given color may be used.

TEACHER-MADE ACTIVITIES

Frequently there is a need for specific instructional materials that are not available commercially. Materials may also be needed in order to provide for repeated practice of skills. Therefore, teachers often make materials needed to develop specific skills.

For example:

A teacher may make a game to develop or provide practice in color recognition

Skill:

Matching color

The materials consist of cards on which are pasted squares of colored paper that match exactly the colored cubes (small blocks) that are part of the standard supplies in each classroom. In a particular classroom there may be only three colored cubes that exactly match the paper squares used. Therefore, cards would be made and the children would match paper squares and cubes of only 3 colors.

Later, another set of cards could be made with many colored squares. Some of these colored squares might not match exactly the color of the cubes but rather would represent shades and hues of the cubes.

This activity may be used with a child who has a knowledge of all colors (shades and hues) used in the classroom.

(The above examples stress that the teacher must be aware of exactly what is being emphasized and that the materials used must be appropriate for the skill to be developed.)

Other teacher-made games could focus on content such as tools in the classroom, parts of the body, indoor and outdoor sounds, etc.

Pictures can be pasted on a pegboard. Children may be asked to name the objects in the pictures and then position as directed.

(above, below, beside, over, under, next to)

WATER PLAY

Task: To introduce the water play table
(Individuals or small group should be introduced at a time)

Procedure:

1. Explain how water can be put in the water tray. (Demonstrate.)

2. Show children how the water is taken out. (Demonstrate and encourage children to help)

3. Fill up the tray to the desired level.

4. Discuss objects (briefly) that may be placed in the water. (Use a limited amount of objects.)

5. Allow children to first experience water play in a *free manner. The teacher should be there at the water play table to answer any questions and to discourage negative behavior such as excessive splashing of water.

6. Children should be taught to:

   - Use something to absorb water that may splash on the floor (newspapers, sponges, etc.)

   - Clean and dry materials after water play is over

   - Put materials away after using water play table

Teachers may plan many activities that will prove exciting, interesting, and informative for boys and girls.

1. Have objects in water that float and sink.

2. Have objects in the water that children may fill with water and empty. This may promote a lesson with emphasis on terms such as more than, less than, full, empty, in, out, running over the top, top, bottom

3. Vocabulary may be emphasized using words such as wet, dry, squirt, pour, squeeze, temperature, funnel etc.

Suggestions

Waterproof aprons may be used to protect clothing, if desired.

FREQUENT CHANGE OF WATER IS A NECESSITY

WHEEL TOYS

Introduce to individuals or a small group of children the wheel toys, one at a time:

bicycles, wagons, ride-em-horse, large train and variplay toy

Placement

Large wheel toys need a special parking place in an area of the room selected by the children and the teacher. Children must learn how to get toys and put them back after use. Let them decide a good way of doing this and have each child take a turn at getting and returning a toy to its proper place.

Number in use-

The number and kind of wheel toys should be limited at the beginning. Additional toys should be introduced gradually as children demonstrate ability to handle those already available to them.

Size of Room -

1. In rooms where space is limited, large wheel toys can be taken outdoors for use during outdoor play.
2. In some small rooms, a couple of toys at a time might be used with specific rules for use made up by the children with the help of the teacher.

   An example for this kind of situation could be:

   One child might serve as a policeman with cut-out traffic lights. Two children on bicycles can follow a designated route observing the traffic lights.

Guidance should be given

1. Indoor voices must be quieter than outdoor voices (Children must learn the differences)

2. Learn to guide the vehicle

3. Learn to judge the amount of space to leave when traveling behind a vehicle or the space necessary for the vehicle to pass through.

4. Learn the number of children who can ride safely in or on a toy.

5. Learn how fast one can travel and maintain a safe speed.

Opportunities for learning and practicing safety habits in crossing streets and in learning about crossing railroad tracks can be done with the large wheel toys.

Devices should be used for letting children know how many can play with the wheel toys at a time and the amount of time that can be used.

Example: For number to play -

2 stick people on a card can be placed in the area

For length of time:

1. Use of an egg timer. When all sand reaches the bottom the next child has his turn.

DISCUSSIONS

DISCUSSIONS PROVIDE OPPORTUNITIES FOR CRITICAL THINKING, A TIME TO EXAMINE AND QUESTION WITH GUIDANCE AND SUPERVISION, AND DEVELOP SKILLS IN LISTENING, SPEAKING, AND THINKING. GOOD DISCUSSIONS PROVIDE OPPORTUNITIES FOR CHILDREN TO LEARN TO:

- NAME IMPORTANT OBJECTS, PEOPLE, PLACES, SOUNDS, FEELINGS
- FOCUS ATTENTION ON OBJECTS, PEOPLE, SITUATIONS
- DESCRIBE THINGS BEING DISCUSSED (SIZE, SHAPE, COLOR, TEXTURE, FUNCTION)
- RELATE INFORMATION GAINED TO THEIR OWN EXPERIENCES
- IDENTIFY PROBLEMS
- SUGGEST SOLUTIONS FOR PROBLEMS
- HYPOTHECATE
- TEST SOLUTIONS
- DRAW CONCLUSIONS

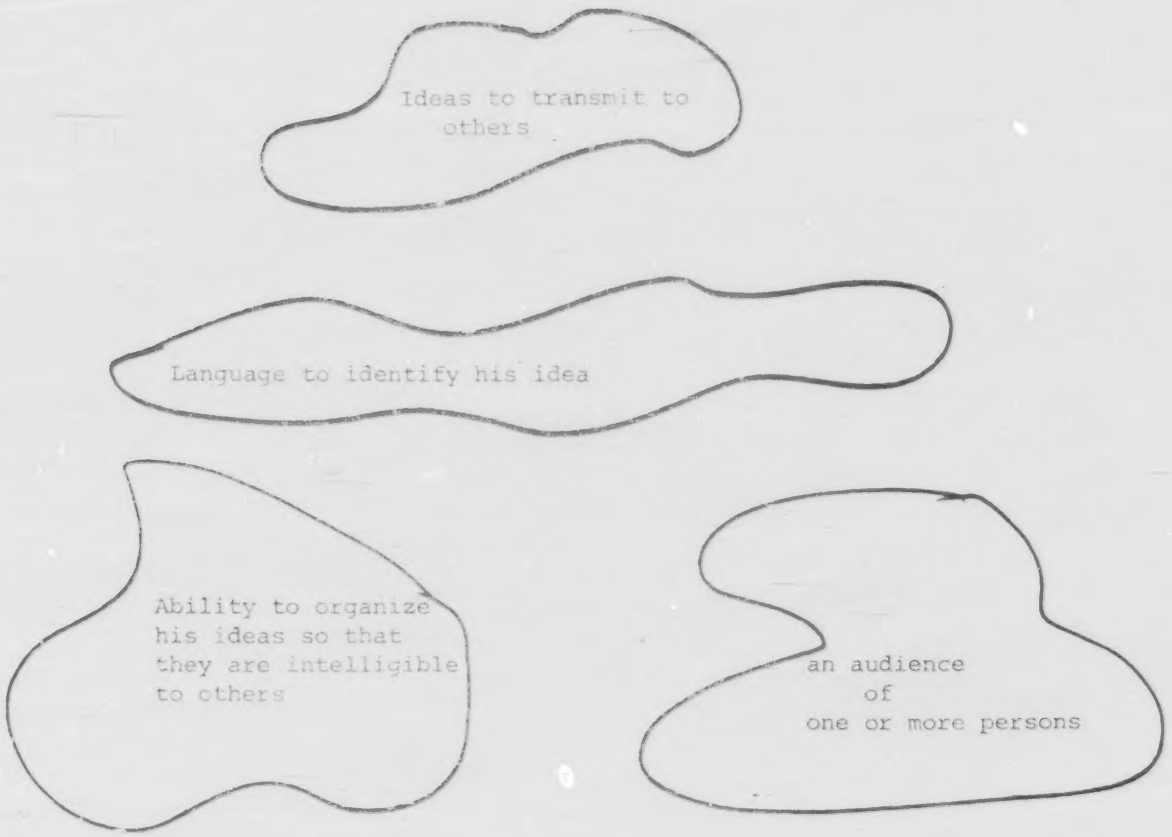
DISCUSSIONS ARE IMPORTANT TO ASSIST IN THE DEVELOPMENT OF BUILDING:

VOCABULARY	TACTILE SKILLS
AUDITORY SKILLS	VISUAL SKILLS
MEMORY	CRITICAL THINKING SKILLS

COMMUNICATION SKILLS

BASIC TO AN INDIVIDUAL'S ABILITY TO FUNCTION WITH SUCCESS AS A SOCIAL BEING IS THE DEVELOPMENT OF HIS COMMUNICATION

SKILLS. IN ORDER TO COMMUNICATE WITH LANGUAGE, A CHILD MUST HAVE:


Ideas to transmit to others
Language to identify his idea
Ability to organize his ideas so that they are intelligible to others
an audience of one or more persons

CHILDREN COMMUNICATE THROUGH CONVERSATION AND DISCUSSION, THE DIFFERENCE BEING THAT CONVERSATION IS TALK INVOLVING TWO OR MORE PERSONS IN AN INFORMAL MANNER AND IS CONCERNED WITH SHARING EXPERIENCES, FEELINGS, OR IDEAS, WHILE DISCUSSIONS FOCUS ON A PARTICULAR TOPIC, AND QUESTIONS REACTIONS OR STATEMENTS WITHIN THE DISCUSSION AND EXPAND INFORMATION ABOUT THAT TOPIC.

COMMUNICATION SKILLS

Effective communication depends upon skills of listening, speaking, interpreting and reading. Possibilities for developing and strengthening these skills are inherent in every experience in which an individual is involved. It is important for teachers to

1. know the skills involved in communication
2. provide for the systematic development of communication skills
3. utilize unplanned as well as planned opportunities to reinforce skills of communication
4. evaluate progress toward goals and plan experiences which enable children to progress
5. help children develop the ability to evaluate the effectiveness of their efforts to communicate with others

LISTENING

The sense of hearing provides one means by which the individual receives information from his environment. To understand and use that information, the individual needs to learn to identify sounds, discriminate between them, interpret them and organize them for future use. For example, the young child, as a result of frequent interaction with his mother, learns to recognize the sound of her voice. He learns to hear the differences between his mother's voice and the voices of others in his environment. This is discrimination. Through experiences he learns how mother's voice sounds when she is pleased, when she is angry or when she is sad. This is interpretation. In the beginning,

mother's facial expressions, body movements and actions teach the child the meaning of voice pitch and tone quality. Repeated experiences enable him to organize the information he gains as result of those experiences so that he knows which tonal qualities convey happiness, anger or grief. This organization enables him to react to voice sound in terms of the proper meaning even when he cannot see his mother.

Different kinds of listening are used by individuals

1. Passive listening takes place when there is an awareness of sound in the environment without obvious attention being given to the sound. Passive listening occurs when:

   - sound is heard as a radio or recording is playing while a person reads or writes letters
   - Teachers and children engaged in discussions, story-telling or a work period, hear sounds from heavy traffic as it proceeds on the highway outside the school
   - a conversation is carried on by two people while many other conversations are in progress in the same room
   - when several groups of children and adults are working simultaneously on a task

In each of these instances, one hears passively the background sounds that are present, but are not part of his major concern.

2. Attentive listening is thoughtful, conscious listening directed toward a specific purpose. Attentive listening occurs when

   - children listen for a particular word in a song
   - children listen for key words in a game
   - one listens to names during introductions to new persons
   - one listens to poems, stories, drama in order to identify the main idea and the details

3. Analytical listening takes place in problem solving situations as individuals attempt to identify clues, questions, reasons and relationships. This kind of listening requires reflective thinking and is used during discussions, experimentation and exploration,

debates, buying and selling experiences, and experiences involving classification and other organization procedures for processing experiences.

Attentive listening and analytical listening require reaction from the listener. To listen effectively requires certain skills.

Skills	Suggested Learning Experiences
Respond to sounds	1. Identify the direction from which sounds come. (Look in that direction; point to the direction; walk to the source of a sound; run, hop, jump or slide to the source of a sound. Move away from a source of sounds 2. Listen to a sound and imitate it by using parts of the body, rhythm instruments, one's voice or other media. 3. Move parts of the body in the rhythmic pattern of the sound (clapping to the sound, stomping, hopping, bobbing one's head, swinging arms to the sound, etc.)
Recognize sounds and identify their sources.	1. Listen to sounds in the environment and identify their sources (fire, siren, children's voices, musical instruments, etc.) 2. Listen to sounds made by: a. crushing of paper b. knocking on door c. tapping a desk with pencil d. clapping hands e. whistling f. beating a drum g. a clock ticking h. water dripping i. water splashing j. water pouring Discuss words to describe the sound that has been made. 3. Listen to tape recordings of sounds made during learning experiences (piano, school bell, door closing, ball bouncing, etc.) identify source. 4. Listen to sounds on tape Match picture with source of sound (animal or object)

5. Play a listening game. Use a handkerchief to blindfold one child at the time.

   Say:

   Listen, listen.
   Use your ear.
   Can you tell me.
   What you hear?

   and then make a noise for him to guess. Make a variety of noises; move a chair, run water, drop a pencil, tear paper, verify by having child reproduce sound he believes to be the correct one.

6. Repeat sounds or refrains from stories or poems as the story or poem is being told or read.

7. Listen to respond to one's own name.

8. Identify own voice or voice of classmates on tape.

   - Gross differences in sounds will be the initial concern. These differences are more readily distinguished, since the sounds are vastly different.
     Ex. a fire siren and a clock

   - As the listeners gain discrimination skill, finer differences will be compared.
     Ex. different sounds of bells
     children's voices

1. Listen to nonsense words to identify those which sound alike.
   Ex. alligator, falligator,
   bulligator, walligator
   or
   spaceman, waceman, laceman

2. Listen to nursery rhymes and poems to identify rhyming words.

3. Listen to music and musical instruments to note likenesses and differences in sound, quality, pitch, intensity and tempo.

   a. Rhythm Instruments
   Compare sounds of wooden rhythm instruments and those made of metal materials - one pair rhythm sticks, one tone block, one triangle,

one handball. Discuss, name, try out and describe sounds each instrument makes. Sort instruments - place like sounding instruments together. Vocabulary - tapping, click clack, tick tock, ring, jingle, jing-a-ling

b. Pitch

Listen to determine low and high sounds of melody instruments. Materials - autoharp, xylophone, piano (if available), melody bells. Pluck low string and high string of autoharp (at least an octave difference) children may respond with body movement-stoop and stand - repeat "Low-High" Xylophone (hold in vertical position with low notes at bottom)

Melody Bells

Teacher strikes low and high notes
Children take turns striking low and high notes-match the tones by singing low, high or high, low. They may indicate pitch with hands-on-floor-in the air. Possible flannel board activity - flight of steps or sliding board - figure of child to be placed high or low - flagpole with flag-high, low placed

c. Intensity of Sound - loud, soft

Listen to short instrumental selections
- to build concept of loud and soft
- for tiptoe
- for sleep - lullaby
- for giants
- for elephants

Listen to identify loud and soft parts of a given short instrumental selection (Play selected rhythm instruments softly, loudly
(Listen and play rhythm instruments softly or loudly to correspond to the intensity of sound of the musical selection heard

Sing songs with soft voices
Sing same songs with louder voices
Clap song rhythms softly, loudly

d. Tempo of Sound

Listen to and tap song rhythms to determine whether they are slow or fast
Listen to musical selections as
The music you will hear is for running or walking. Which one do you think it is?

Skills

Suggested Learning Experiences

Allow child to try out his answer

Sing songs about walking, skipping, running etc. Compare tempos. Some children skip, walk, run as others sing songs. Teacher taps song rhythms with sticks, blocks, or other wood instruments - varying pattern while children listen and react to tempo changes (when this activity is introduced the teacher helps the children by saying
Fast - slow, faster - slower, Very fast- very slow etc.

4. Distinguish between loud sounds and soft sounds

voicing
clapping
stomping, etc.

1. Listen to sounds made by objects, such as scissors or an egg beater. Identify source of sound after a child or the teacher operates an object behind a screen. Reproduce the sound to check accuracy.

Other sound effects which may be used include shaking a rattle, sharpening a pencil, turning an egg beater, popping a balloon, blowing whistle, tooting a horn, sawing a piece of wood, hammering a nail. Children should be thoroughly familiar with these sounds as a result of hearing them repeatedly in an activities such as that described in #2 above. Children may verify their answers by reproducing the sound they have identified.

2. Listen to repeat one's own name and address.

3. Echo Game

Two children labeled "Speaker" and "Echo" stand in opposite corners. The "Speaker" says something in a clear, natural voice and the "Echo" repeats.

4. Language Master

Reproduce sound made on card.

Skills	Suggested Learning Experiences
	5. What Do You Hear? Pupils sit quietly and hear sounds in street, hall, or room. Try to make some of same sounds.
Understand simple thoughts that have been heard.	1. Listen to stories, songs, and poems for enjoyment. a. Listen in order to answer a question at the end of the story b. Listen for the "funny part" of a story c. Listen for the "sad part" d. Listen to find out what happened to a particular character in the story e. Listen to find out why the character was happy or sad f. Listen to find out what happened first, last (in a story or experience)
	2. Listen to experiences related by other children during a. Conversation at the lunch table b. Discussion and planning periods c. Dramatic Play
	3. Listen to follow directions The number and complexity of directions given at a time should be planned in terms of the experience of the children. In the beginning, one direction should be given at a time in simple, direct language. Ex. Get a piece of blue paper. When children have no difficulty, they are ready for two directions given at one time in sequence. Ex. Get a piece of blue paper and put it on the table. Games can be planned to help children develop competency in following an increasing number of directions increasing in complexity.

Developing Communication Through Picture Interpretation

There is little doubt that we have all experienced working with children who need to learn to express themselves. One way they can be helped is by building their vocabularies and developing concepts through the use of pictures. We need to help these children develop more knowledge and meaning of words in order to communicate better. Verbal growth in children may be expanded through the following ways with pictures:

Descriptions

- Describe the picture; enumerate on its contents
- Develop adjectives
- Evoke questions
- Make comparisons
- Describe size, shape, color
- Develop function
- Provoke critical thinking
- Provide challenge, considering maturity

Interpretation

- Develop verbs
- Learn new words with the same meaning
- Activate the picture
  - Develop tenses (present, past, future)
- Stimulate through questioning
  - What is happening now?
  - What do you think happened before?
  - What do you think will happen next?
  - How would you like for it to happen?
  - Why do you think something is happening?

Enumeration

- Give names to "things"
- Encourage correct pronunciation
- Develop meanings of words
- Develop numerical concepts
- Decipher individual objects

Creative and evaluative thinking

- Ask questions that demand a descriptive answer (more than "yes or no")
- Project selves in picture
- Develop opinions
- Provide challenges
- Evoke thinking
- Draw hypothetical conclusions

Follow-up (of picture discussion)

- Induce seeking more information through use of the library
  - through use of newspapers
- Make associations
- Use other pictures

-- Take trips
-- Use human resources
-- Dramatize
-- Stimulate play activities
-- Use children's ideas and suggestions
-- Use various picture media
    filmstrips
    flat pictures
    dimentional pictures
    sound films
    slides
    magazines
-- Use tangible, concrete objects

Keeping in mind that each child brings to school with him language of some sort, it is the teacher's responsibility to:

help him expand it
build vocabulary and word meanings
provide much time for children to talk
listen to what the child has to say
induce conversation between children
help children feel free to express themselves.

SELECTING THE CONTENT FOR DISCUSSION

1. Observe and listen to children to determine
    - their interests
    - accurate concepts they have acquired
    - faulty concepts which need to be corrected
    - concepts which are missing
    - levels of skill development

2. Watch children's reactions to materials available to them in the classroom. (What do they use? How do they use it? What do they avoid?

3. Listen to children's questions

4. Listen to children's statements as they
    - observe objects, people, animals, play materials, situations
    - engage in role playing
    - build with blocks
    - share materials

5. Listen to comments about expressive activities (use of art materials, housekeeping corner, music materials)

6. Notice what children bring to school

7. Notice reactions during trips

PLANNING FOR DISCUSSIONS

1. Identify the focus and purpose of the discussion

2. Select materials which can stimulate thinking and focus attention on the content to be explored.

Models or toys	Pictures	Filmstrips
Resource Persons	Books	Tapes
Animals	Films	Records
Objects	Trips	

3. Formulate questions which can provoke thinking.

   Use:

   Concrete questions - Where? What? Who? When?
   Abstract questions - How? Why? What?

   - making inferences
     What do you think John did begore he started to school?
   - predicting outcomes
     What will happen if the boy does not hear the driver blow his horn?
   - cause and effect relationships
     Why did the bubbles come out of the cup?
   - creative or elaborative
     How many ways could we use these boxes?

4. Provide for maximum pupil participation.

   - Children need opportunities
   - Manipulate materials
   - Make coservations
   - Raise questions
   - Role play

5. Balance of activity should be considered: quiet - active

6. Correlation of content areas is planned when correlation can improve the experience.

7. Reinforcement is incorporated wherever possible.

   - Provide varied materials to refocus on content.
   - Recall activities to relate old to new content.
   - Plan for on-going meaningful practice activities.

LEARNING THROUGH DISCUSSIONS

Prerequisites to children learning, are some hints for the teachers:

Are you aware of their interests and needs?
Do you provide for these in your daily program?

Do you observe and listen to children so that you can help them to acquire the basic information and skills that they lack?

Does your planning provide for experiences, activities and instructional materials related to needs of children?

Are books utilized for gaining information, noting details and recalling facts presented?

Do you accent the positive, encourage efforts made, praise small success and provides leads for children to work out their own problems.

Learning is promoted when:

- materials are ready when needed
- the teacher accepts the child's language
- the teachers accepts the child's language pattern but provides him with a model of correct standard English in her own speech.
- the teacher follows children's leads when those leads suggest more fruitful learning opportunities than the original plan
- bulletin boards, books and other classroom materials are used whenever they can be used to provide information, promote recall or stimulate skill development (visual discrimination, note details, etc.)

planning discussion includes experiences, activities, and instructional materials which

permit children to explore, handle and observe using the five senses

begin with the simple and proceed to the more difficult

furnish opportunities to label, classify and generalize

offer new words for extending vocabularies and improving speech patterns

plan for maximum pupil participation, minimum teacher talking or telling

allow for physical movement - as role playing,

participation, in action rhymes or response to rhythmic pattern or to musical selection so that overstimulation and fatigue are avoided.

include materials which promote scientific experimentation so that children can test, try out ideas and make discoveries.

SUGGESTED GUIDE FOR DEVELOPING LEARNING ACTIVITIES

1. State the objective

2. List materials appropriate for the skill to be developed.

   concrete (objects
   Semi-concrete (pictures, cut-outs)
   abstract (word image, language)

3. Sequence

   Identify

   Label

   Describe (properties)

   form
   size
   color
   texture
   function

4. Modality

   visual - motor
   visual
   auditory
   verbal
   Tactile-kinesthetic

COLLECTING MATERIALS FOR GROUP DISCUSSIONS

When a topic for discussion has been chosen the staff immediately begins to collect materials related to the chosen topic. Sufficient time should be allowed to gather materials so that the staff can plan for their best possible use.

Appropriate materials to use are:

- Objects
- Pictures
- Filmstrips
- Tapes
- Animals
- Models or toys
- Books
- Films

Other things to use:

- Resource Persons
- Trips

Where to go for materials:

- The teachers picture file
- The teachers folder on the topic for discussion
- The teaching kits
  - Inquisitive Games
  - Ginn-Kit A
  - Children's World
  - Peabody Speech Kit
  - Bowmar Series (contact Program Assistant)
  - SVE Series

The (Library (School, Public)

- Collect books on the subject or title not found in the classroom collection, unless lesson should call for more than one copy of a certain book.
  (The librarian will help to locate these)
- Filmstrips - Look up topic in catalog and select appropriate filmstrips.

The Audio Visual Catalog - Listed are pictures, filmstrips, sound films, records, etc.
(If the teacher does not have a catalog ask at the office)
The items are found at the Audio-Visual Center on Oliver and Eden Streets.

Items listed in this catalog have to be ordered through your school representative. Follow the procedure used in your school for securing items you select.

(You may also go directly to the A-V Center for materials you wish. Contact them before going)

The classroom itself - Every item found in the classroom can be useful for a particular discussion time activity.

Example:

Topic: The Farm

Items or Materials

Blocks - use to build barn, house, pasture, silo
Rubber animals - place on farm
Rubber people - place on farm
Wheel toys - Transport food, animals, people to and from farm
Housekeeping Area - Use for cooking applesauce, popping corn, making butter. Use hot plate.
(Role playing of farm family)
Puzzles - Farmer, farm animals, little Boy Blue, etc.
Listening Post - Farm at the zoo
Tape Recorder - Stories about the farm can be recorded by the teacher to be used with a group.
Record children making animal sounds.
Record Player - Teach songs about the farm

DEVELOPING A LEARNING ACTIVITY

After the topic is selected, consideration must be given to how the activity will actually be developed.

Stress should be placed on:

What is the main objective?

How will the teacher begin to get the children interested in the subject matter?

What are the different activities that will be used in order that the interest of the children will remain high?

What materials will be used?
(How will I use the materials?)

Does the teacher have a step by step procedure in mind or written down?

The teacher must be aware of the concept that is to be developed. Everything in the activity should add strength to the concept being emphasized. Let's consider an activity concerned with clothes for a rainy day.

Main objective:

To help children to become aware of the clothes to be worn on a rainy day-children should be able to identify clothing appropriate for rainy days

(Children should already know the meaning of a rainy day. Emphasis is on clothes.)

Beginning the learning activity

Materials:

Rain clothes-concrete objects, colorful pictures and a cut out of a child.

Using the "element of surprise", a surprise box containing a rain hat can be used.

(Each child is given an opportunity to feel and guess what is in the box.)

Activities and Procedures

Element of surprise presented first

Other rain clothing (concrete) is shown and identified by children. As the clothing is identified, it is placed on a low table in front of the children. Children may relate personal experiences with rain clothes.

A short poem is said about rainy day clothing with the teacher touching each piece of clothing that is mentioned in the poem.

The teacher may repeat the poem and the child will have the responsibility of touching the clothing or holding up the piece of clothing mentioned in the poem.

The teacher may then guide a listening game where the directive will be given - "Show me what you might wear on your head when it rains." (A pointer might be used, or a child may pick up a piece of clothing as it is named.)

The teacher might then display a picture on a small easel or bulletin board and the children will be required to find the actual rain object and tell what it is. This is done with different rain clothing.

Dialogue for teacher: "Find the piece of rain clothing that looks like this (picture) and tell us what it is."

The teacher may present a boy or girl cut out and the children will have to dress the cut-outs in clothes for a rainy day.

Praise the children throughout the lesson when correct responses are made.

A VARIETY OF ACTIVITIES

Role -Playing

Introducing familiar situations for a beginning in role-playing

Example:

The Postman visiting the home
(during a discussion of workers who came to the home)

The teacher should refrain from approving or disapproving any part of the act or discussion. She should accept the things children say or do and maintain an accepting attitude. This doesn't mean that the teacher keeps "hands off" all together. The role-playing may be stopped by the teacher saying, "Who can show us in another way?" or "Who has thought of another way in which the postman helps us?"

Role-playing not only helps the child feel a part of the group, but it also helps him to verbalize in the group (both in the role and in the discussion).

Finger Plays

Children enjoy a wide variety of finger plays including those about pets, nature, seasons, the wind, falling leaves, or signs of seasonal changes. It is important to remember to use those which are related to the experiences at hand.

Flannelboard Activities

Activities which involve using a flannel board help to make the lesson more effective. Objects may be cut from flannel or construction paper and backed with flannel. The teacher may make flannel pictures of objects, people, etc. which relate directly to the question or problem with which the children are concerned. Following use, these may be kept in envelopes in an area where children can easily get

them and use them independently if they so desire.

Use of Films, Slides, Filmstrips

These materials can contribute to children's understandings when used for specific purposes. Always preview films etc. before using them with children. We should judge the value of these materials in terms of length, difficulty, the number of concepts presented, and vocabulary used. These materials enable the teacher to ask questions and encourage verbalization while being shown. Care should be taken to select only those frames which will help to develop specific concepts.

Field Trips

Trips may be made to nearby places of interest in the environment, within walking distance of the school, or to places further away which necessitate transportation by school bus. The teacher and aide should plan the trip with the children. Discuss with children what they hope to see and to learn. Children should be aware of why the trip is being taken.

Trips should have a purpose - related to:

children's interests
information they can use
ideas they can really grasp

Why go?

to gather ideas for activities and exciting use of materials
to add more specific information to what is already known
to acquire or reinforce concepts or to correct misconceptions
to have the fun of going away and coming back
to get first-hand information (know the real thing)

Where to to?

In the community and nearby areas. Generally not more than several miles away.

How long?

An hour or more if the children can be active -

walking to a nearby park to play
walking in the woods
going on a picnic
visiting a farm where they are free to roam
exploring a sandy beach

Less than an hour away from the center if the children are allowed only to look and listen -

Trips, continued
How long and where, cont.

at a hardware store
a small neighborhood bakery
a train station
the observation deck of an airport
a portion of the zoo
a school music group rehearsal
a shoe repairman
a dentist

For what?

On the spur of the moment to get something needed for a regular activity -

a few twigs for a collage
a heavy cardboard carton for play
seeds for planting
juice and raw vegetables for a snack
fish for the aquarium

To discover happenings in the neighborhood -

buildings coming down, buildings going up
roads being made, road repair, street cleaning
a fire hydrant gushing water
snow removal
a moving van being loaded or unloaded
a telephone lineman working
the mailman delivering mail
a farmer plowing or harvesting
a newborn calf, colt or lamb
a litter of pigs
a hen and chicks

cows grazing
a vegetable garden (with a scarecrow)
a fruit orchard
a patch of woods
a brook

To learn how things are done - to observe processes, both mechanical and hand-operated.

in a larger bakery
a dairy plant
a wholesale market, a farmer's market, a cattle auction
an airport, in more detail
  the ticket windows, baggage handling, newsstand, restaurants
a small sawmill
small lumber or building materials yard
construction
post office, police station, banks
small printing office to see color processes

To become aware of services in the community - which make life happy and comfortable for us.

stores - where we get things we need
schools - where we go to find out about things
museums - to see all kinds of interesting things
libraries
transportation services
  boats, if you are near a waterfront,
  freighters, fishing, or pleasure boats
a bus terminal
parks and playgrounds

And to see the many kinds of people who do the work

teachers
repairman - who fix cars, TV sets, streets
carpenters, who are building the new supermarket
florists, who grow and arrange flowers
beauticians, barbers
a seamstress
housepainters
operator of a small switchboard
an organist who is practising
tree trimmers, linesmen
artists at work - potters, painters, stonecutters, sculptors, gemcutters
public gardeners

Dry Run - a must!

Take the trip first yourself to assure -

safety
appropriateness
timing
cooperation with owner, operator, or public official concerned
access to telephone at the site in case of emergency with child or vehicle
access to bathrooms

Timing

Have the children been together with you long enough to have established a "group feeling"? Will they respond to a group direction?

Plan trips for mid-week-neither Monday, when there is no previous day for preparation, nor Friday, when there is no time left for "memories".

Plan for early in the day when no one is tired.

Parent permissions

Walking trips: parents informed at registration time that walks are part of regular program.

Trips by car or bus: permission slips should be

1) distributed by center
2) signed by parents
3) returned to center

No child included without signed permission.

Parent involvement

They should be included on trips whenever possible.

This is a good way to help parents feel more comfortable with and aware of places to take their children.

The child who is not really to accept adult direction about safety

He may present a real problem on a trip.

However, this may be the very child who could most benefit.

What could you do?

Try him alone, or with one other child, on a very short excursion, (to the mailbox, corner store, to watch a nearby house being built).

Assign one adult, just to him, on a larger trip.

Always keep him in a small group with an understanding, responsible adult.

Give him a feeling of responsibility on the trip to carry the first aid box, some refreshments, help another child, etc.

If you have not been able to prepare a child for trips in this way, it would be necessary for his safety to leave him with another group at the center. Explain to him, "I cannot take good care of you when you won't stay with us". "When you and I know that you are able to come with us we want you to come."

Before the trip

Plan it with the children - but avoid talking so much about it that you give away all the surprises.

Certain plans should be decided, again with the children, ahead of time for everyone's security, such as how you will travel, how to cross streets, staying together. (However, stressing rules to the point of creating anxiety spoils the fun.)

Consider such things as appropriate clothing, toileting, bandaids, and facial tissues, as proper precautions.

On the trip

Explain to the helping adults the following practices so that all the children benefit from the trip:

Show your own interest and pleasure
React to what is going on - the colors, sounds, people
Encourage conversation, questions. Wonder with the children, "Do you think that ...?"
Each adult should stay with her own group of children. If the adult is watchful, there is usually no need to hold hands, take partners, or form lines - all of which are hard on young children.

Young children get side-tracked, their attention wanders, they dawdle, they walk ledges, they search for steps! So be prepared to take advantage of diversions along the way. Allow time. (You can't

move as fast with young children as you could if you were alone - as you well know.)

Count heads. Often you may wish to use some device such as blue circles pinned on Miss Jones and all the children with her, red squares on Mrs. Brown and her children, etc. This also helps children keep track of an adult who may not be very familiar.

And, by all means, make the trip a happy time. Too much emphasis on rules and discipline, too much fatigue or over-stimulation add up to only unhappy memories.

After the trip

Children need TIME to digest new experiences - maybe one day, maybe six weeks, maybe longer.

You may not see immediate results of a trip in play or conversation. Children's senses can be trusted to make use of everything that has come their way. Listen to them. Watch them. They will let you know when they would enjoy certain related experiences, such as:

movement and dance
composing a song, poem, story
painting, murals, drawing
blockbuilding
dramatic play

Keep an eye open for related books and pictures.

"Props" on hand, when children need them, will enrich and encourage dramatic play, related to the trip; for example:

hats, ladders, hoses for firemen
wrenchs, and pipes for plumbers
large wooden trucks to haul plastic or real produce
crutches, a doctor's kit, bandages

"Prop boxes" could be created which both adult and children develop and which contain materials for many kinds of role playing:

a beautician's prop box
spaceman's box
garageman's box, etc.

It is good to consider REPEAT trips to the same place, soon afterward, to look again, to note new things.

Trips that come to you

Where? In the center's rooms

How long? 20 or 30 minutes

For what? To get an intimate look at a:

- mother and baby
- mother cat and her kittens
- musician with guitar, violin, flute or other instrument
- carpenter to show children the use of tools
- Girl or Boy Scout
- 4-H Club member with animal
- Someone who can tell about unfamiliar costumes and customs and who can bring unusual foriegn tidbits to taste

Where? In or near the playyard

How long? 20 or 30 minutes

For what? To watch someone fly kites on a windy spring day.
To ride a visiting pony
To see and climb around a visiting fire truck or patrol car with radio and red lights.

GROUPING

Purpose

Common need

Five children need to learn yellow
Three children haven't had turn to finger paint
Four children need to learn addresses

Common interest

Six children have same favorite story
Seven children show particular interest in trucks - pets - dools - games, etc.

Skill assessment and extension

Help children name some object, animal or person in a variety of contexts-in a game, on a trip, in a picture or filmstrip

Describing

Help children to note specific characteristics of objects, animals, people as size, color, number, sensory data-soft, hard, sweet, sour, movement-crawls, trots, runs etc.

Visual discrimination

Help children compare objects, pictures, line drawings etc., aiding them to note likenesses and differences

Auditory discrimination

Help children identify sound sources - bell, norn, marching feet-and provide experiences designed to enable them to distinguish between sounds that are-high, low, loud, soft; near, far

Motor perception

Help children to develop body control-run, skip, jump; eye hand coordination-stringing beads, throwing, catching, bouncing balls; and position-in, on, over, under, up, down, etc.

Size

Depending on the purpose for grouping, the number of pupils involved in a group activity may vary from one or more. Groups should be as small as possible at all times.

Purpose
Instructional activities
When specific skills, games or concept development

is the focus of instruction, groups should be small so that maximum pupil participation can be realized and the teacher can observe and note children who have difficulties.

Review activities

When activities engaged in are not new-listening to a familiar story, using flannel board cut-outs or story sets previously presented-more children may be included in a group.

Total group activities

Except for music, total group activities are usually few in number and involve children for short time periods. Some centers have 2 groups for music.

Total groups usually assemble for a get-together time, to call attention to a special event-birthday-to discuss a weather change, or to summarize and share ideas and information gained during small group discussions. Total groups are held to a minimum throughout the day.

Placement

Space

Area designated should be large enough to accommodate the group unit comfortably and without crowding.

Separation

Groups should be situated far enough apart to insure an atmosphere conducive to attentive listening.

Dividers

Where possible portable dividers, shelves or other low partitions should be used to aid pupil concentration and prevent distractions.

Materials

Selection

When selecting materials for use in a group activity, the teacher should ask herself the following questions:

1. Are the materials suitable to accomplish the goal?
2. Are they large enough for children to see easily and clearly?
3. Are they substantial enough to be handled?
4. Will they hold up when used in follow up practice activities?

5. Are the materials stably affixed on a bulletin board or portable board.

6. Can all children see in the appropriate perspective? (avoid showing pictures at a round table)

Arrangements

Objects

Display
Use of a low table or hollow blocks makes it possible to display objects on the child's eye level.

Pictures

Storage
Pictures arranged in the order that they are to be used, should be concealed from view by a larger piece of tagboard or bogus (gray) paper so that each may be shown readily at the appropriate time.

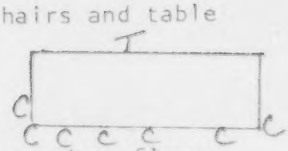
Display
An easel, blackboard ledge or other support device should be used to display pictures and prints to best advantages.

Seating

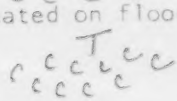
Purpose
Seating should be arranged so that each child has an unobstructed view of the object or picture to be studied.

Possible seating

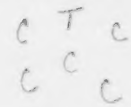
1. Chairs and table



2. Seated on floor



3. Random seating



Rotation (For activities designed to involve all children)

A. Colored paper or symbol-matching

Slips of colored paper or cards with cut-out shapes are distributed to children. Children group selves on basis of same color paper or same shape or symbol.

B. Random Selection

Teacher lists names -6, 6, 8 or 7, 7, 6 - on cards. These may be rotated for 3 days. Groups may work with the same adult for as many as 2 or 3 days in a row when a discussion topic can be extended and expanded in a manner meaningful to and for the children.

C. Others - improvised by teachers

MATHEMATICS

Quantitative thinking is a natural and necessary part of many experiences. Mathematical relationships begin to have meaning for four-year-olds as they count or use one-to-one correspondence to discover the answers to questions such as these:

How many tricycles do we have? How many children may ride each one? How many children can ride at the same time?

How many children can work at the finger paint table at one time?

How many times did James pull the wagon around the room?

How many beads did it take to fill the string?

Who is tallest? Who is shorter than Noreen?

Understanding of ordinal uses of numbers begins to develop as children discuss problems like the following:

Which book is first in the row? Which book is last?

Who will take the second turn to slide?

Problems which need to be solved arise naturally as children work together.

How many big blocks do we need to make the bridge?

What is the nearest way to the mail box?

How many cartons of milk do we still need?

If Jane and Helen come to sit at this table, how many children will be sitting here?

If Mark puts away three paint brushes, how many will still be on the table? Will that be enough?

Simple concepts of time and space begin to have meaning as children have opportunities to do these things:

Mark birth dates and special days on the calendar; find out how many days there are until the special day arrives;

Compare sizes of children, animals, buildings, etc:

Identify landmarks and use them as guides to find the way to and from school;

Discuss the best locations in the room for toys, blocks, etc. Size and shape of the objects and the storage space need to be compared in order to reach a decision. Understanding of position enables children to state ideas more exactly in this instance.

Children need to be encouraged to learn and to use an accurate vocabulary in order to express ideas relating to quantitative relationships, time, space, position, or size. Records should be kept of vocabulary that is being developed, and when faulty concepts or inaccurate language usage is noted, learning experiences should be planned in order to provide opportunities for children to observe activities which present the concept correctly and hear language which describes the concept accurately.

MUSIC, RHYMES, AND INSTRUMENTS

Enjoyment is the basic purpose of music for the young child. Music offers a feeling of security because the child is an active participant. He enjoys with his whole body as well as his ears.

In a well-programmed environment the child should have daily opportunities for experimentation through listening, singing, and rhythmic response. Participation should be informal, short, and a natural part of the program. Music activities should be spontaneous as well as planned. This activity provides an outlet for the shy, non-verbal or non-English speaking child.

Songs for young children should

- Be correctly pitched
- Have a well marked rhythm
- Be short, simple melodies
- Be of content that relates to the child's interests and experiences
- Be repetitious in sounds and words
- Be sung lightly and gayly
- Be accompanied by a soft piano or record player (or other instruments used) in the background
- Be sung with expression
- Be sung for enjoyment
- Be motivated with a (1) a picture, or (2) an experience, or (3) a poem, or (4) a story, or (5) a previous lesson, or (6) something tangible
- Be accompanied by instruments at appropriate times. AVOID RHYTHM BANDS!

The teacher should provide many opportunities for children to

- Use instruments frequently
- Discuss the meaning of the content of the song, clarify word meanings
- Develop proper enunciation
- Dramatize songs

- Combine singing with rhythmic responses
- Provide outlets for emotions
- Create original songs
- Build a repertoire of songs

When using records ----

Introduce the song

Play the whole song as recorded

Replay, calling attention to special words, phrases, sounds; listen for something specific, then participate in some way

Sing with the record

Sing without the record for good understanding of words

Eventually, children will be able to sing songs independent of record

When using the piano ----

Introduce the song

Sing the whole song to the children

Have children listen for something specific

Let children participate in some way (hum, sing one part, clap)

Let the children sing the whole song

Avoid teaching a song by phrases

Other suggestions:

Teach song in same tempo in which it is to be sung

If possible, introduce song without accompaniment

Use piano or Xylophone to give correct pitch

Know the song well before attempting to teach it

Avoid circle singing games with nursery age children; they need more freedom of movement

Dramatize songs that tell a story

Rhythms

Provide opportunities for children to respond in their own way

Respond to basic rhythms in music, songs, and chants

hop	run	gallop	slide
skip	walk	march	twist

Interpret rhythmically incidents, animals and things (skating, birds, raindrops, swinging, rowing, wind)

Develop motor coordination and a rhythmic sense

Teach children to discriminate between sounds of various instruments

Introduce one instrument at a time. Become familiar with it before introducing another

When instruments are familiar two or more may be played together effectively and appropriately but avoid all children playing all instruments at the same time.

Learn to play instruments softly, gently as a part of the background

MUSIC

Singing

Select a song that doesn't have too many words.
Have the children listen for something: What is the song about?
Is it a happy song? Is a man or are children singing?
Have the children understand what they are singing about.
Use visual aids occasionally.
What's the difference between the speaking and singing voice?
Encourage good tone quality: singing, not shouting.
Help each child to sing in tune with the class. This can be done through the use of calling games, calling songs, and songs with a narrow range of notes.
Sing the song at the appropriate speed.
Sing the song in the proper voice stage.
Present a variety of songs.
Have follow-up activities to reinforce the learnings.

BODY RESPONSE

Clap the beat of a song.
Clap the accent of a song.
Clap the rhythm of the words.
Clap words which occur often.
Reach to the mood of the song.
Reach high and low.
Follow the directions given in a song.
React to loud and soft by following a drumbeat.
React to fast and slow by following a drumbeat.
Show an understanding of musical form by clapping the refrain of a song each time it occurs.

PLAYING MUSICAL INSTRUMENTS

Melody instruments include the piano, xylophone and resonator bells. Up and down, fast and slow, loud and soft, and high an low can be taught through these instruments.
Chord instruments include the autoharp and guitar. Rhythm sticks, blocks, finger cymbals and jingle bells. Fast and slow, and loud and soft can be taught through the use of these instruments.
Children enjoy experimenting with musical instruments. The following questions and statements can help to guide their experimentation; How many different sounds can you make with one instrument? How many ways can you play it? After the child plays, can you play it another way? Guess what instrument was played, just by its sound. Play two instruments in the same order that the teacher played them.

Natalie Bellows

FIVE SAMPLE LESSONS PLANS

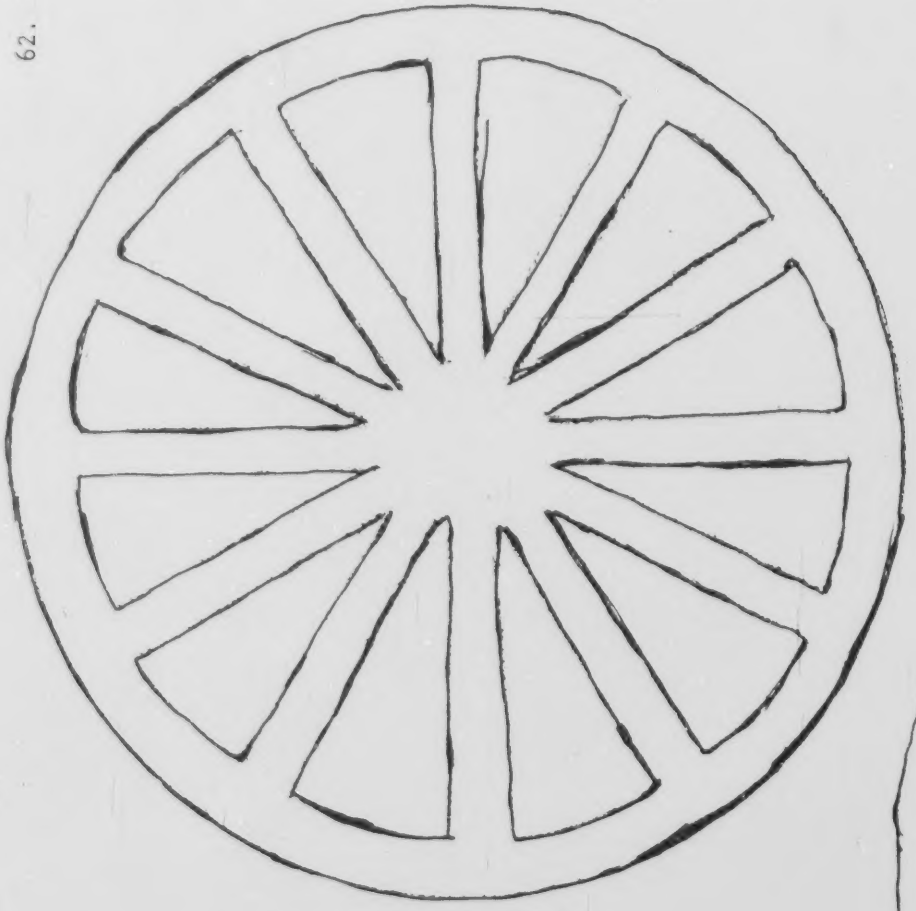
"There's a Little Wheel"
Making Music Your Own, page 127
Record 5, Side 2, Band 3

1. Show the children a picture of a wagon wheel.
2. Have the children guess what it is.
3. Ask the children what wheels do.
4. Ask the children where they have seen a wheel like this. (bike, wagon)
5. Show the children a picture of a car wheel.
6. Ask the children where they have seen a wheel like this. (car, truck, buy)
7. Have the children show how a big wheel goes.
8. Have the children show how a little wheel goes.
9. Have the children pretend there is a little wheel turning in their heart, and that it makes them feel very happy.
10. Play the first two verses of the song on the record, and have the children show the little wheel turning in their heart.
11. Sing the first verse of the song for the children.
12. Listen to the first verse of the song for the children.
13. Have the children sing the first verse with the record.
14. Sing the second verse of the song for the children.
15. Have the children sing the second verse with the record.
16. Have the children sing both verses with the record.
17. Ask the children if they can find anything in the classroom that has wheels on it.
18. Have a child show how the wheels turn on the toy or bike while the class sings the first two verses of the song.

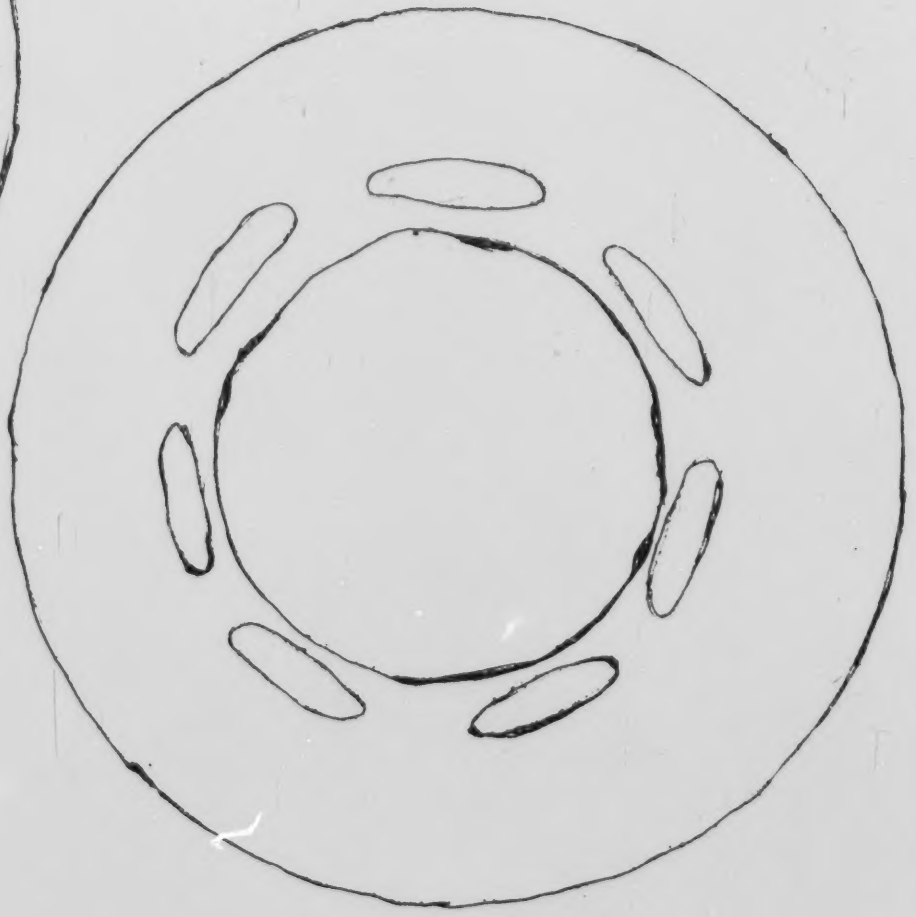
SUGGESTIONS FOR FOLLOW-UP LESSONS

1. Play the whole song on the record. During the two middle verses where only instruments are playing, add new words, such as "There's a little wheel a-turning way up high" ... way down low",... on my knee", "...on the floor".

Patterns for
"There's A Little Wheel"



wagon wheel



car wheel

"Im Tall, I'm Small"
Exploring music, page 2
Record 1, Side A. Band 1

PRESENTING THE LESSON

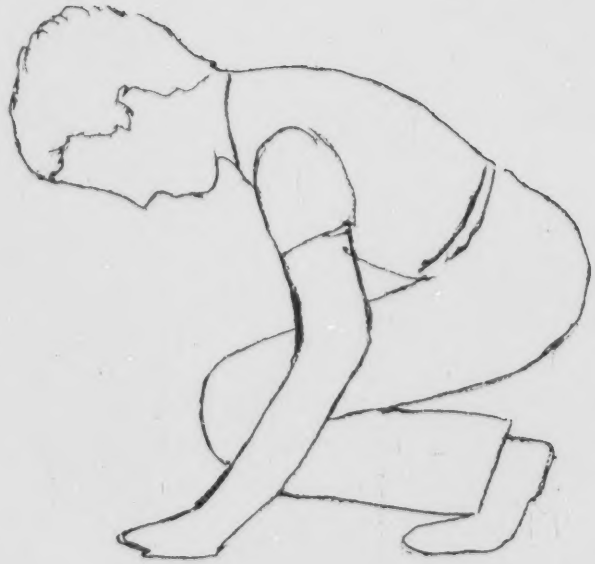
1. Have the children stand as tall as they can.
2. Have the children make themselves as small as they can.
3. Have the children sit on the floor and tell which figure on the flannel board is tall and which one is small.
4. Play the record and point to the flannel board figures.
5. Play the record, have the children make themselves tall and small at the appropriate times, and imitate the teacher at the end.
6. Repeat the above step.

SUGGESTIONS FOR FOLLOW-UP LESSONS

1. Review the words and actions.
2. Have one child point to the tall and small figures on the flannel board at the appropriate times.

Patterns for
"I'm Tall, I'm Small.

tall



small

"Morning on the Farm"
Making Music Your Own, page 143
Record 6, Side 1, Band 4

PRESENTING THE LESSON

1. Mention that this is a song about animals.
2. Mention that animals cannot say "hello" or "good day" like people do.
3. Show the children a picture of some sheep.
4. Have the children listen to the song to see how sheep talk.
5. Sing the last half of the song for the children.
6. Have the children sing the last part of the song.
7. Play the record and have the children join in during the last half of the song.
8. Play the whole song and have the children sing whenever they can.

SUGGESTIONS FOR FOLLOW-UP LESSONS

1. Sing about other animals.

"Teddy Bear"
Exploring Music, page 115
Record 5, Side B, Band 3

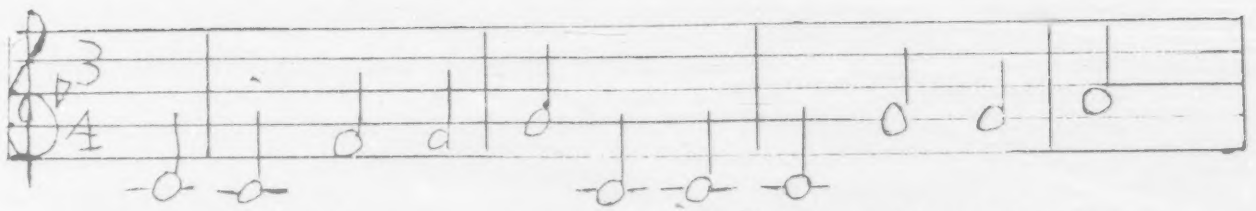
PRESENTING THE LESSON

1. Mention that this is a song about a teddy bear.
2. Have the children talk about teddy bears.
3. Mention that this teddy bear can do tricks.
4. Have the children clap with the record.
5. Say the words of the first verse and have the children do the actions.
6. Sing the words of the first verse and have the children do the actions.
7. Mention that first we say the words and then we sing them.
8. Play the first half of the record and have the children do the actions.
9. Say the words of the second verse and have the children do the actions.
10. Sing the words of the second verse and have the children do the actions.
11. Play the whole song and have the children do the actions. Encourage them to sing.

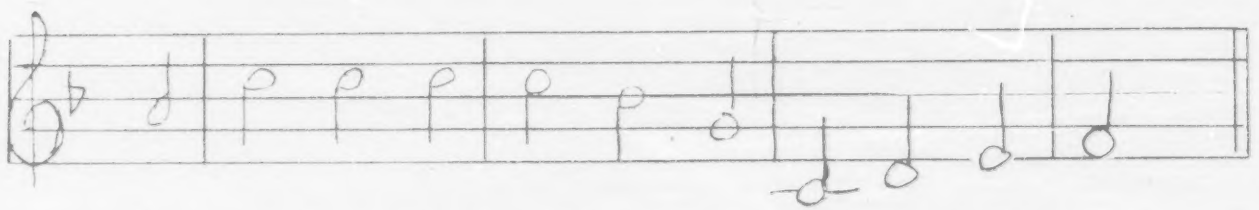
SUGGESTIONS FOR FOLLOW-UP LESSONS

1. Review the words and actions.
2. Have the boys clap while the girls do the actions.
3. Have the girls clap while the boys do the actions.

MY HANDS



1. My hands on my head where I want them to be,



My hands go be-hind me where no one can see.

2. face
3. waist
4. knees
5. feet
6. ears
7. hair

SCIENCE

Suggested Science Content

Living Things

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
1. Living things have certain distinguishing characteristics.	Organisms reproduce, grow, and eventually die. Animals 1. Some animals are born alive and resemble their parents.	1. Animals, such as rabbits, cats, kittens dogs, and puppies can be cared for in the classroom and carefully observed. Guinea pigs can be bred and raised. 2. The farm, the zoo, the pet store and the animal shelter can be visited in order to observe animals and note characteristics. 3. An aquarium can be set up to observe the reproduction of guppies. 4. Pictures and models of animals can be classified according to species. Common characteristics and differing characteristics should be noted. 5. Pictures and models of adult animals can be matched with their young. 6. Films and filmstrips which depict animals at different stages of development should be seen and discussed.

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
	2. Some animals are hatched from eggs and resemble their parents. 3. Some animals are hatched from eggs and grow to resemble their parents. <u>Plants</u> New plants start in many ways	An ant colony can be maintained and observed. 1. Chicken eggs can be placed in an incubator, cared for and observed until hatching occurs. Chicks can be cared for, their growth and changes in appearance observed. 2. Frog eggs can be kept in an aquarium and the metamorphosis observed. Changes in appearance can be recorded by placing pictures in a chart holder. 3. Cocoons can be kept to note metamorphosis. 4. Insects, such as the praying mantis, can be examined and described. 1. Seeds can be planted and growth of plants observed. (fruit seeds, flower seeds, vegetable seeds) 2. Plants can be grown from roots. (carrot, sweet potato) 3. Bulbs can be planted. (narcissus) 4. Grass seed can be planted in a variety of media. 5. Pictures of plants can be classified according to the ways in which they start.

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
		6. Seeds and bulbs can be matched with corresponding plants or pictures of plants. 7. Seed pods from various plants can be observed and described. Children can discover which seeds can be carried by wind, air, animals or people.
	Living things survive in environment because they possess adaptations which fit them for life in that environment. Animals	
	1. Animals adjust to seasonal changes.	1. Children can visit the park to observe squirrels getting ready for winter. 2. Stories, pictures, films and filmstrips can be used to impart information about birds flying south and animals hibernating.
	2. Animals are adapted to live in different environments.	1. Children can observe animals in the classroom, in pet stores, at the zoo and on the farm to note characteristics of animals who live in water, on land and in the air. 2. Visual aids can be used to reinforce these observations.
	3. Animals have specialized structures for getting food.	1. Animals can be observed eating.

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
	4. Animals have certain adaptations for protecting themselves.	1. Animals on the farm, in the zoo and in the community can be observed to note how they protect themselves.
		2. The protective shell and the reactions of the turtle can be observed.
		3. Stories, pictures, films and filmstrips can be used to supply additional information about ways in which animals protect themselves.
	Plants	1. Where there are trees near the school, the appearance of the trees can be observed at different times during the year. Changes can be observed and described.
	1. Plants adjust to seasonal change.	2. Leaves from trees can be preserved in autumn, again in spring and compared.
		3. Picture records can be kept of trees at different times of the year.
		4. Deciduous trees and evergreens can be observed and compared at different times of the year.
	Perennials develop buds during the growing season.	5. Buds can be examined and discussed on the branches of different trees and shrubs.
	2. Plants live in environments that differ.	1. On visits to the farm and to the parks, life can be observed in ponds and in a stream.
		2. A greenhouse can be visited.

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
		3. A terrarium can be set up to introduce children to plant life in a selected environment. (woods, meadow)
	Plants have adaptations for protection.	4. Two like plants can be grown in two different environments to watch the effect of light, water, and temperature upon growth.
Living things are interdependent	Living things are either helpful or harmful to man.	1. Cacti and roses can be examined to note characteristics of spines.
		2. Tree trunks can be observed and compared.
	Animals	
	1. Animals provide man with food and clothing	1. Markets (a fish market and supermarkets) and grocery stores can be visited to observe foods derived from animals.
		2. Stories, films, filmstrips and pictures can be studied to derive information.
		3. Pictures of food products can be matched with the animal that was the source of the food.
		4. Foods can be prepared and eaten. (Examples-oyster stew, butter)
		5. A visit to the farm provides opportunities to see some animals, foods derived from animals and to hear the farmer tell about animals.

Concept	Development of the Concept	Learning Experiences
	2. So animals help man work.	1. Children can observe horses at work in the community and on the farm. 2. Stories and visual aids can be used to extend this idea.
	3. Most birds are valuable because they give us pleasure and eat harmful insects.	1. Birds can be observed in the community, at the zoo and in the park. Their appearances and characteristic sounds should be discussed. 2. Birds can be observed in a pet store. The pet store owner can discuss them with the children. 3. Parakeets can be cared for in the classroom. 4. The farmer can tell children how birds are helpful and harmful to him.
	Plants	
	1. Some plants provide food for man.	1. Many opportunities should be provided to observe, name, describe, discover exterior texture, taste and smell a variety of fruits and vegetables. 2. Real fruits and vegetables as well as pictures of them can be classified. 3. A visit to the farm, stories and visual aids can be used to discover how fruits and vegetables grow. (on a tree, on a vine, above ground, below ground, etc.) 4. Trips to markets, supermarkets and grocery stores enable children to observe a wide variety of fruits and vegetables. (fresh, dried, canned, etc.)

Concept	Development of the Concept	Learning Experiences
		5. Fruits and vegetables can be cooked and eaten. (applesauce, stewed pumpkin, etc.)
	2. Some plants provide beauty.	1. Plants can be observed on the school grounds, and in the classroom. 2. A trip through the community can provide opportunities to observe potted plants in windows, a few small gardens, housing project recreation areas, etc. 3. Trips outside of the community can provide opportunities to note gardens, parks, greenhouse and florists shops.
	3. Some plants are harmful to man.	Trips to the farm and the park lead to the need for information about poison ivy and other harmful plants.
	Man's wise use and conservation of natural resources will ensure his continued existence and advancement.	
	1. Conservation of soil works to man's advantage.	1. Trips to the park and the farm provide opportunities to note erosion. 2. Different samples of soil can be examined, compared and described.
	2. Protection of wild animals and flowers is necessary.	1. Bird feeding stations can be prepared and utilized during the winter. 2. Wild flowers can be observed and discussed in relation to visiting the park and the farm.

Air and Weather

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
1. Air is all around us.	1. Air occupies space.	1. Ballons, paper bags, and balls can be inflated. Appearance should be described before and after inflation.
		2. Glass bottles can be inverted in water. Air bubbles should be observed.
		3. Ballons can be inflated, submerged in water and air allowed to escape. Air bubbles should be noted.
	2. Air is invisible, odorless and tasteless.	
2. Air moves.	3. Wind is moving air.	1. As air from inflated ballon, bag or ball is released, it should be directed against hands or cheeks of individual children so that it can be felt.
3. Air effects man.	4. Air can be both helpful and harmful to man.	1. The effects of wind can be observed - blowing clothes, flying kites, blowing hats, blowing paper, turning pinwheels.
		2. Children can use a fan to move the air, to move a toy sailboat, to move paper streamers.
		1. Children can observe that wind helps clothes to dry, sailboats to move, kites to fly.
		2. Pictures and observations reveal effects of storms. (tree limbs broken, electric wires knocked down, windows broken, etc.)

Concepts	Ideas that Lead to the Development of the Concept	Learning Experiences
4. Weather affects man.	Change in weather affect the activities of man.	1. Different kinds of weather can be observed and their effects noted. 2. Children can observe and record the weather with pictures. 3. Children can listen to weather reports on radio and T.V. 4. Clothing that protects man from inclement weather can be examined, discussed, tested and named. 5. Clothing for dolls and paper dolls can be classified - clothes for a sunny day, clothes for a rainy day, clothes for a snowy day. 6. Dolls can be dressed appropriately for the weather.

The Universe

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
Our Solar System is part of the Milky Way Galaxy.	1. The sun is a source of heat.	1. Children can stand in the sun to feel its warmth. 2. Children can place an arm or hand in the sunlight and note the effect. 3. Water can be allowed to set in the sunlight for a period of time. Children put their hands in it to note change in temperature. 4. Metal objects can be placed in sunlight and changes in temperature can be noted. 5. The effects of sun on ice and snow can be observed.
	2. The sun is a source of light.	1. The children can experiment with shadows. 2. The effects of sunlight on plants can be noted. What happens when one side of a plant is constantly turned toward the light? What happens when a plant is kept in a darkened area for a period of time?

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
Magnets have definite properties	1. Magnets will attract certain kinds of matter.	1. Children can use magnets to test a wide variety of materials and to note what magnets will attract. 2. After many experiences, children can select and classify those objects which magnets will pick up. 3. Children can have opportunities to test the attraction powers of magnets through glass, wood and cardboard.
	2. Magnets will not attract certain kinds of matter.	1. Children can use magnets to test a wide variety of materials and discover which materials are not attracted. 2. Materials not attracted by magnets can be classified.
	3. Like poles of magnets repel. Unlike poles attract.	Children can use varied kinds of magnets to explore polarity.
	4. Magnets come in different sizes and shapes.	1. Magnets of different sizes and shapes can be examined and named. 2. Children can explore relationships between size and strength of magnets and shape and strength of magnets.

Concepts	Ideas that Lead to the Development of the Concept	Learning Experiences
1. Heat causes changes	1. Heat affects man.	Children can note in warm weather the effect of heat from the sun - perspiration, sunburn, feeling of warmth.
	2. Heat affects solids and liquids.	Children can observe results when heat is applied to ice, sugar, water, paraffin. Changes can be noted in these same substances after cooling occurs.
	3. Heat energy sets air in motion.	Strips of paper can be held over a cold, then hot, toaster. Results should be noted and discussed.
2. Heat can measured.	1. Thermometers are used to measure heat.	Attention can be called to thermometers in relation to telling how warm the classroom is, how cold outside air is and how warm the oven should be for baking cookies.
	2. Heat can be helpful or harmful.	1. Children can visit the boiler room to observe the heating plant for the school. 2. Children can stand near the heating units in the classrooms to become aware of source of heat. 3. Through cooking experiences, children can become aware of use of heat in food preparation. They also can become familiar with sources of cooking heat - stove, oven, toaster, hot plate etc. 4. Children can observe how heat from the sun and radiator assist in evaporation in the drying of wet clothing.

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
		5. Incubators can be used to hatch eggs. Use of heat in incubation can be discovered. 6. Observation and use of stories and visual aids help children to relate heat to destruction of material resources and property and consider ways in which heat can harm the body.
	Sound	
Our world is full of sounds.	1. Man makes different kinds of sounds.	1. Children learn to whisper, shout, sing, whistle, clap, etc. 2. Children identify sounds (actual or recorded), such as talking, whispering, singing, whistling, shouting, clapping, walking, skipping, running, etc. 3. Games can be played which require players to close their eyes and recognize voices of classmates. 4. Recorded voices of classmates and other persons familiar to the children can be heard and identified.

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
	2. Animals make characteristic sounds.	1. Visits to the farm, the zoo and the pet shop provide opportunities for children to learn to recognize characteristic sounds made by animals. 2. Children can listen to sounds made by class pets. 3. Records such as "Sounds Around the Farm" (Scott Foresman) and tape recordings of sounds made by class pets provide opportunities for listening to sounds characteristic of some animals.
	3. Sound comes from many different things.	1. The children can listen to sounds in the room, in the hall, on the playground, from the street. Sources of sounds should be discussed. 2. Sounds made by toys can be discussed. 3. Children can listen to sounds made by tools, office equipment, cooking utensils, machinery, etc. The sounds can be described. Children can try to identify the sounds when the sources can not be seen. 4. Records such as "Sounds Around the City" and "Sounds Around the Home" (Scott, Foresman) can be used to provide additional listening -- recognition opportunities.
	4. Some sounds are heard more frequently during certain seasons of the year than others.	1. When opportunities arise, children can be guided to note sounds of lawn mowers, street sprinklers, car chains, wind, thunder, etc.

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
		2. Stories and poems relating to seasonal sounds can be heard, discussed and related to personal and class experiences.
	5. Sounds can be useful.	1. Warning sounds can be identified: horns, sirens, whistles, bells (telephone, doorbell, fire engine bell) shouting.
	6. Sounds can be annoying.	1. Interruptions to class activities by outside sounds can be noted. 2. Consideration of others can be observed by: -- playing "noisy games" outside -- modulating voices when children are involved in a wide variety of activities -- modulating voices during lunch and snack conversations -- closing classroom door when noise necessarily accompanies an activity.
	7. Some devices produce a sound called music.	Children can identify and compare stringed instruments percussion instruments wood instruments brass instruments
Sounds are caused by vibrating matter.	1. Sound is caused by something moving rapidly back and forth.	1. Musical instruments can be examined in efforts to ascertain "how they work." 2. Children can feel their throats while talking or singing to note vibrations.

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
	2. Sounds can be made in many ways.	1. Children can use rhythm instruments to note how sounds are made. 2. Activities such as tearing cloth, ripping paper, and hammering on boards can be used to illustrate other means of producing sounds.
Sounds are different	1. Some sounds are loud and some are soft.	1. Children can clap, tap, jump, or run so as to produce loud, then soft sounds. 2. Rhythm instruments can be used to produce loud, then soft sounds. 3. Radio, T.V., tape recorder, record player can be operated so sound will be loud, then soft. 4. Instrumental music provides opportunities to note loud or soft musical phrases.
	2. Some sounds are high and some are low.	1. Musical instruments can be used to note differences in high and low sounds. 2. Songs can be heard and high and low parts identified.
	3. Some things that cannot be seen can be heard.	Children can identify familiar sounds when the source could not be seen. When possible, the child's opinion can be verified by selecting the proper source and reproducing the sound.

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
1. Heat causes changes	1. Heat affects man.	Children can note in warm weather the effect of heat from the sun - perspiration, sunburn, feeling of warmth.
	2. Heat affects solids and liquids.	Children can observe results when heat is applied to ice, sugar, water, paraffin. Changes can be noted in these same substances after cooling occurs.
	3. Heat energy sets air in motion.	Strips of paper can be held over a cold, then hot, toaster. Results should be noted and discussed.
2. Heat can be measured.	1. Thermometers are used to measure heat.	Attention can be called to thermometers in relation to telling how warm the classroom is, how cold the outside air is and how warm the oven should be for baking cookies.
	2. Heat can be helpful or harmful.	1. Children can visit the boiler room to observe the heating plant for the school. 2. Children can stand near the heating units in the classrooms to become aware of source of heat. 3. Through cooking experiences, children can become aware of use of heat in food preparation. They also can become familiar with sources of cooking heat - stove, oven, toaster, hot plate, etc. 4. Children can observe how heat from the sun and radiator assist in evaporation in the drying of wet clothing.

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
		5. Incubators can be used to hatch eggs. Use of heat in incubation can be discovered. 6. Observation and use of stories and visual aids help children to relate heat to destruction of material resources and property and consider ways in which heat can harm the body.
	Sound	
Our world is full of sounds.	1. Man makes different kinds of sounds.	1. Children learn to whisper, shout, sing, whistle, clap, etc. 2. Children identify sounds (actual or recorded) such as talking, whispering, singing, whistling, clapping shouting, walking, skipping, running, etc. 3. Games can be played which require players to close their eyes and recognize voices to classmates. 4. Recorded voices of classmates and other persons familiar to the children can be heard and identified.

Content	Ideas that Lead to the Development of the Concept	Learning Experiences
	2. Animals make characteristic sounds.	1. Visits to the farm, the zoo and the pet shop provide opportunities for children to learn to recognize characteristic sounds made by animals. 2. Children can listen to sounds made by class pets. 3. Records such as "Sounds Around the Farm" (Scott Foresman) and tape recordings of sounds made by class pets provide opportunities for listening to sounds characteristic of some animals.
	3. Sound come from many different things.	1. The children can listen to sounds in the room, in the hall, on the playground, from the street. Sources of sounds should be discussed. 2. Sounds made by toys can be discussed. 3. Children can listen to sounds made by tools, office equipment, cooking utensils, machinery, etc. The sounds can be described. Children can try to identify the sounds when the sources can not be seen. 4. Records such as "Sounds Around the City" and "Sounds Around the Home" (Scott, Foresman) can be used to provide additional listening -- recognition opportunities.
	4. Some sounds are heard more frequently during certain seasons of the year than others.	1. When opportunities arise, children can be guided to note sounds of lawn mowers, street sprinklers, car chains, wind, thunder, etc.

Concepts	Ideas that Lead to the Development of the Concept	Learning Experiences
		2. Stories and poems relating to seasonal sounds can be heard, discussed and related to personal and class experience.
	5. Sounds can be useful.	1. Warning sounds can be identified: horns, sirens, whistles, bells (telephone, door-bell, fire engine bell) shouting.
	6. Sounds can be annoying.	2. Consideration of others can be observed by: --playing "noisy games" outside --modulating voices when children are involved in a wide variety of activities. --modulating voices during lunch and snack conversations --closing classroom door when noise necessarily accompanies an activity.
	7. Some devices produce a sound called music.	Children can identify and compare stringed instruments percussion instruments wood instruments brass instruments
Sounds are caused by vibrating matter.	1. Sound is caused by something moving rapidly back and forth.	1. Musical instruments can be examined in efforts to ascertain "how they work".
		2. Children can feel their throats while talking or singing to note vibrations.

Concepts	Facts that Lead to the Development of the Concept	Learning Experiences
	2. Sounds can be made in many ways.	1. Children can use rhythm instruments to note how sounds are made. 2. Activities such as tearing cloth, ripping paper, and hammering on boards can be used to illistrate other means of producing sounds.
Sounds are different.	1. Some sounds are loud and some sounds are soft.	1. Children can clap, tap, jump, or run so as to produce loud, then soft sounds. 2. Rhythm instruments can be used to produce loud, then soft sounds. 3. Radio, T.V., tape recorder, record player can be operated so sound will be loud, then soft. 4. Instrumental music provides opportunities to note loud or soft musical phrases.
	2. Some sounds are high and some are low.	1. Musical instruments can be used to note differences in high and low sounds. 2. Songs can be heard and high and low parts identified.
	3. Some things that cannot be seen can be heard.	Children can identify familiar sounds when the source could not be seen. When possible, the child's opinion can be vertified by selecting the proper source and reproducing the sound.

Social Studies

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
Democracy supports the worth of the individ individual and promotes human welfare throughout the world.	1. The individual in a democracy has both privileges and responsibilities.	Children can plan together with teachers ways to 1. use play space and equipment 2. use, care for and store work materials 3. store and care for personal belongings 4. care for the school building and grounds 5. assist one another in solving problems 6. help an individual who is experiencing difficulty
	2. Differences and likenesses in people are valued in a democracy.	Children can discover under guidance 1. physical likeness and difference among the group (size, age, name, skin color, etc.) 2. likeness and difference in ability (individuals can do some things well, need help with others) 3. likeness and difference in interests 4. likeness and difference in family groups
	3. Every individual contributes through his thought and action to a democratic society.	Children can begin to 1. listen attentively as others contribute to group activities 2. react to ideas and suggestions of thers

Concept	Understandings that Lead to the Development of the Concept	Learning Experiences
Understanding among the peoples of the world may be achieved through an understanding of self, of ones own cultural heritage, and the cultural heriage of others.	1. Differences among peoples of the world are reflected in a variety of values, customs. arts, religions and languages.	1. Holiday celebrations can familiarize children with symbols, customs, music and literature that are traditionally associated with the holiday. 2. Stories, poems, songs and visual aids can help children become aware of the many ways activities are carried out by different people in relation to specific problems. 3. Sharing of personal experiences makes it possible for children to view many customs prevalent in a given community.
	2. Man's individuality is influenced through contact and identification with others.	1. Children can begin to relate to individuals with whom they share common interests. 2. Resource persons can bring information to the children. 3. Letters of request, thanks, etc. can be composed by the children and recorded by the teacher. 4. Children can visit or can be visited by other classes to tell about something, to hear about something, or to see something. 5. Children can visit places in and out of the community to obtain information.

Concepts	Understandings that lead to the Development of the Concept	Learning Experiences
Man influences and is influenced by his physical environment.	Man learns to use geographical features and natural resources to satisfy his needs.	1. Visits to places in and out of the community enables children to become aware of the wealth of provisions man had made for securing food, clothing, shelter, recreation and transportation. 2. Resource persons, stores, and visual aids can help children learn how man satisfies his needs. 3. Classification activities, using objects or pictures, can be developed to check children's understanding of sources of basic needs. 4. Role playing and dramatization make it possible for children to assume the roles of producer, marketer and consumer.
	Man must plan for the wise use of and conservation of human and natural resources.	Children under guidance can learn to 1. care for personal belongings 2. use work materials wisely 3. care for play equipment 4. care for the property of others 5. care for school grounds and grounds around community buildings 6. avoid vandalism.

Concept	Understandings that Lead to the Development of the concept	Learning Experiences
Man seeks to satisfy his changing needs and desires through work and invention.	1. People everywhere depend upon different kinds of workers. 2. Each worker and what he does is important. 3. Each person has a responsibility for becoming a productive citizen.	1. Children can observe in the school and community the kinds of work being done. 2. Children can talk with different workers to learn - what they do - how their work contributes to the community - the equipment needed for different kinds of work 3. Children can use books and visual aids to reinforce or extend learnings acquired through actual experiences. 4. Through role playing and dramatization, children can work out interrelationships among workers and the community. 5. Children can learn names of equipment used by workers and classify pictures of equipment used by various workers. 6. Children can discover ways they can cooperate with some workers: - follow directions and signals of crossing guard - conduct one's self responsibly on on the bus - put trash in containers provided for it, etc.

Concept	Understanding that lead to the Development of the Concept	Learning Experiences
	4. Man's ways of living are influenced by advances in transportation and increased skill in communication.	1. Children can observe and identify kinds of transportation in and around the community. 2. Resource persons, models, books, films and other visual aids can help children discover: - proper names for different vehicles - uses for the vehicles - how one method of transportation compared with another in relation to speed, comfort, expense and convenience - personnel necessary for operating and maintaining various modes of transportation - role of passengers in mass transportation 3. Role playing and dramatization enables children to implement knowledges they are gaining. 4. Using varied art media, children can produce graphic interpretations of experiences which permit the teacher to assess levels of concept development.
Education is a way of achieving the goals of the individual and society.	1. Education is a responsibility and a privilege.	1. Children can experience the importance and pleasure of coming to school as they - use varied materials and equipment - participate in new and interesting experiences - work and play with others

Concept	Understandings that Lead to the Development of the Concept	Learning Experiences
		2. Children learn to assume increasing responsibility for - arriving on time - attending - cooperating with teachers and classmates - caring for belongings, equipment and materials
	2. Education is a continuous process.	As children learn about school and community workers, they should be helped to understand ways in which workers continue their education in order to maintain job skills.
	3. Education for leisure time is necessary in our changing society.	1. Children can be taken to the public library on a weekly basis for story hour and browsing time. Parents should be encouraged to accompany children and to help them select books to take home. 2. Play activities can be developed which require no equipment and which could be carried out readily in out-of-school time. 3. As a result of trips, children and parents can be introduced to community facilities which offer recreational activities.

LUNCH-TIME PROCEDURES

Lunch time should be a pleasant time for children and adults. Some suggestions to make it so are:

1. Decide on a routine or procedure that will be easy for children and adults to follow.

2. Adults should try out the plan before presenting it to the children. If the plan seems to be satisfactory demonstrate how it is to be done with small groups of children.

3. Adults should know their role during the lunch period.

4. Independence should be encouraged in the children with realistic expectations.

Procedures will vary according to physical facilities in each center. The staff will decide the procedure best suited to their particular situation.

Example of <u>One</u> Procedure noting the function of each adult.

Teacher -

The teacher engages the total group in some type of learning activity. During the activity she allows some children at a time to go to the lavatories with Aide I. She continues the activity with the others until the entire group has been dismissed for toileting.

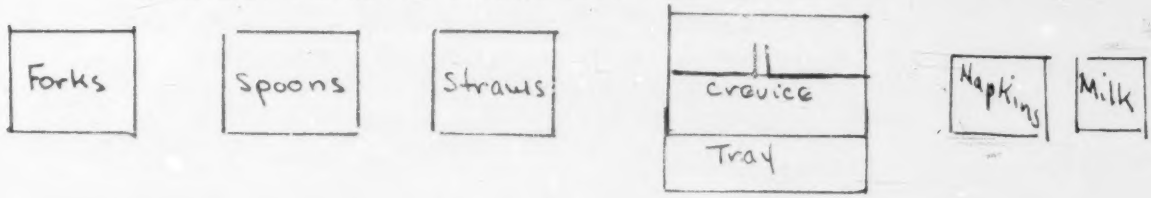
Appropriate activities she might use -

1. Finger Plays
2. Nursery Rhymes
3. Color Games
4. Shape and Size Games
5. Number Activities
6. Categories
7. The Senses Game

Aide I - Stands at the lavatory to meet the children as the teacher sends them to her. She sees that the children use the toilet, flush it after use and wash their hands properly. When children have finished this they go to assemble their lunch materials with Aide II.

Aide II - Sets up the lunch materials in the predetermined area. She stands near to see that children use the established procedures and assists those who need help.

Example of One way to arrange lunch materials



The child picks up the fork, spoon and straw in one hand and places it in the crevice of the tray. Next he picks up the napkin and places it on top of the tray. He then places the milk on top of that, and lifts the entire lunch with two hands and takes it to the table.

Teacher - After the last children are dismissed for toileting the teacher goes to a table to sit with and assist the first group of children who by this time are bringing their lunches to the table.

Aide I - After she has supervised all of the toileting she goes to the second table to help children to set up their lunches there.

Aide II- After the last child gets lunch materials, she goes to the third table to join the group there and to assist them wherever necessary.

At the Table - (A Procedure for the Children to use)

When the children take the lunches to the table they place the tray on the placemat. The fork is placed on the left side of the tray- the spoon on the right side and the straw at the top of the tray. Then the child sits down. He opens his napkin, and tucks the corner in his clothing under his chin. He takes the top off the tray and puts it under the tray or in the center of the table. (If in the center they are collected by a specific child and placed in the large can after he finishes his lunch.) The child opens his milk and inserts his straw. He is now ready to eat.

Milk can be opened later - after a portion of the food has been eaten if the teacher feels it helps the children to eat better.

Set up routines for working with each material
Be familiar with correct way to use materials
Materials should be ready
Provisions made for clean up
Children to work independently

Clean up - After each child has finished his lunch he is to wipe his hands and mouth on the napkin. If he has not drunk all his milk he takes the remaining portion in the cartons to the sink and pours it out. He then puts the carton in the large can. He returns to the table and picks up his tray, mat, etc., all together and puts it in the big can. He takes a sponge and wipes off the table being careful to catch the crumbs so they don't spill on the floor.

A child is required to do a reasonable clean-up job in keeping with this age.

Where to go and what to do until the entire class has finished -

The teacher will leave her table and go to a designated area as soon as some of the children have finished eating so that she can begin working with that group on other meaningful experiences.

Example -

1. A new story or an old favorite she feels they would enjoy.

2. Feel Box Games - Have object of different textures in a box for children to identify by touch.

3. Riddles - Make up from N.R.

Conversation and habits -

The teacher and aides help children to identify foods on the lunch tray. Reference is made to who grows the food, colors of the vegetable, and what is for dessert. Also, things we eat first, last. The teacher encourages children to try some of everything on the tray, and the importance of eating all of the lunch. Children are not made to eat anything or required to eat everything.

Other appropriate conversation of interest to children:

a. A coming holiday.

b. A current event.

c. New toys or equipment in the foom.

Background music should be soft and non-verbal as well as types to develop appreciation for music.

PHYSICAL EDUCATION

There are two physical education teachers assigned to the Early Admissions Program to supplement the teacher's instruction in the classroom. The physical education teacher will work with individual or small groups of five to ten children at a time.

The teacher is responsible for providing physical education for her students on a daily basis to help promote learning readiness skills through perceptual-motor training stressing body awareness directionality, laterality, balance, eye-hand-foot coordination, form perception, and body parts.

All adult members of the Early Admissions team participate with the children during physical education time indoors or out of doors. Physical abilities, handicaps, limitations, chronic illness (e.g. asthma) are considered when encouraging children to participate in physical education. Consult the Personal History for pertinent information.